

**The Effect of Student Perception For The School Environment
and Motivation Towards English Learning Result of Student
in SMP SWASTA Puspita Bangsa and SMP Swasta
Yayasan Dua Mei, Kecamatan Pamulang,
Tangerang Selatan**

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Abstract – This article aims to analyze the effect of Student's perception for the school's environment and student's motivation for English learning evaluation for students of Private's Junior High School (SMP) Kecamatan Pamulang, Tangerang Selatan. To this end, this article uses the survey research method by uses Double Regression Technique (Teknik Regresi Ganda), it is helped by SPSS Program version 16.0. The result of this analysis shows that: 1) there is an effect for student's perception of school's environment and learning motivation together with English learning evaluation as very significant. This is evidenced by the acquisition values such as: $F_{0.000} = 29,473$ and $Sig. 0.000 < 0,05$. By the way, variable contribution of student's perception for school's environment and learning motivation together with English learning evaluation about 61,4%, the rest about 38,6% it was affected by other variables; 2) there is an effect student's perception for school's environment by English learning evaluation as not significant. This is evidenced by the acquisition values such as: $t_{observed} = 1,325$ dan $Sig. 0,193 > 0,05$; 3) there is an effect of learning motivation for English learning evaluation as very significant. This is evidenced by the acquisition values such as: $t_{observed} = 7,324$ and $Sig. 0,000 < 0,05$. It has an understanding that the variable of student's perception in the school environment does not contribute positively towards English learning variables, while the motivation variable of learning contributes positively for the variables of English learning outcomes. Meanwhile, the contribution of student's perception of the school environment and learning motivation together with English learning outcomes was 61.4%, the remaining 38.6% were influenced by other variables.

Keywords: Perception, Motivation and English Learning Evaluation.

INTRODUCTION

Based on Law No. 20 of 2003 concerning the National Education System, in Chapter I, article 3, which states that:

"National Education functions to develop capabilities and form a dignified character and national civilization in order to educate the life of the nation. It aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, skilled, creative, be independent and become a democratic and responsible citizen". Ministry of National Education, (2003).

This explains that Indonesia's human figure in the context of graduates from various levels of education has a clear profile and characteristics.

In effort to educate the nation means improving the quality of Indonesian people, which basically can be realized through educational activities

including the teaching and learning process in schools. One of the students successes in education is indicated by their academic achievements. In fact, the demands of academic achievement on students are higher while learning power is mediocre. This is what causes the success rate of students in academic achievement is less as expected by the school, parents and students themselves.

In the perspective of educational psychology, student learning success is broadly influenced by factors of student conditions (raw input); factors of learning facilities / facilities and infrastructure, curriculum, teachers, source books, media (instrumental input); and student learning environment factors, both at school and home, and in society (environmental input); and learning approach factors. As the opinion of Noehi Nasution et al: "learning is not a stand-alone activity". There are other elements that are directly involved in it, namely: "raw input, learning teaching process,

output, environmental input, and instrumental input". Raw input / factor condition of students (raw input) is the material of a particular learning experience in the teaching learning process / learning teaching process in the hope that it can turn out to be an output with certain qualifications.

Whereas in the perspective of the learning process in school, the results or student achievement, whatever subjects are studied are determined by many factors, namely: first, the factors of students as raw input which include the level of intellectual intelligence, interests, motivation, attention, talent, and physical condition. Second, curriculum factors, teachers, and learning facilities, curriculum factors, content, duration, scope, etc., teacher factors; professional competition and qualifications, factors of learning facilities, media sources, and adequate equipment to help the efficiency and effectiveness of the learning process. Third, school environmental factors; physical conditions of the study room, school location, culture, learning climate, et cetera.

Based on the explanation above, school environment conditions also determine the quality of the process and student learning outcomes. Likewise with the process of learning English which tends to be skillful and needs to be a process of training and habitual need for conducive environmental conditions. The most influential environment in this context is the social environment. School culture and the habits of school people communicate with each other using English on certain days, for example, it is good enough to stimulate (*stimulate*) students to speak or communicate using English. The school environment that does not condition and habituate English can keep students away from English language habits. Then it can be concluded that the school environment and student motivation can influence their learning achievement in English. School environment and motivation towards the results of learning English are two things related to students' external and internal factors. Both of these factors greatly determine student learning outcomes, especially in learning English. Therefore, the school environment and motivation towards the results of learning English must always be sought, grown, and maintained by all education staff in the school.

The reality in the field, namely at SMP Swasta Puspita Bangsa and SMP Swasta Yayasan 2 Mei, Ciputat, Tangerang Selatan, stated that based on the results of the entry research, it was concluded that the school environment as a center of culture and education had not been fully conducive. A good learning process, has not yet materialized the effort to create human beings as such, has not been able to create a school as a cultural center for the local community, has not been able to put the school as a laboratory, has not yet created optimal school resilience, and others.

Likewise the enforcement of student motivation by the school to them has not shown satisfactory

results. For example there are still students who arrive late, sleepy, leave school without permission just to sit on the edge of the market, and not concentrate during the learning process, readiness to learn is still weak, do not do the task well, and other school violations. That is what encourages researchers to conduct research in the field with the focus being studied is to examine the variables of student perceptions, school environment, and motivation towards learning outcomes of English students at the private junior high school level, sub-district Pamulang, South Tangerang.

Therefore, an interesting problem arises to be examined, namely whether there is an influence on student perceptions of the school environment and motivation towards learning achievement? So to prove the answer of the problem, the first researcher formulated a title, namely: **"The Influence of Students Perception for School Environment and Motivation for Learning Outcomes in English at SMP SwastaPuspita Bangsa and SMP Swasta Yayasan Dua Mei, Kecamatan Pamulang, Tangerang Selatan"**.

II. RESEARCH METHODOLOGY

2.1. Types of research

This research uses a survey method using the Double Regression technique assisted with the SPSS version 16.0 program. The use of this survey method was conducted to collect data on students' perceptions of the school environment (X1) and learning motivation variables on learning outcomes (X2). While the variable data on students' English learning outcomes were obtained based on documentary studies. The data analysis approach appears by means of correlational analysis. While the constellations between the variables studied are described as follows:

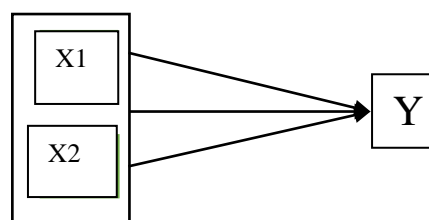


Figure 1: Constellation of Research Variabel
Reference:

X1: Perception of the school environment

X2: Learning motivation

Y : Student English learning outcomes/result

This research aims to find out the following things:

1. Influence of student perceptions of the school environment and motivation together towards the learning outcomes of English students at SMP SwastaPuspitaBangsaand SMP SwastaYayasanDua Mei, KecamatanPamulang,

- South Tangerang.
2. The effect of student's perception of the school environment on the result for English learning in students at SMP SwastaPuspitaBangsa and SMP SwastaYayasanDua Mei, KecamatanPamulang, South Tangerang.
 3. The effect of learning motivation outcomes for English students at SMP SwastaPuspitaBangsa and SMP SwastaYayasanDua Mei, KecamatanPamulang, South Tangerang.

This research is expected to provide benefits to some related fields, especially for: a) Head of SMP SwastaPuspitaBangsa and SMP SwastaYayasanDua Mei KecamatanPamulang, South Tangerang, as inputs to determine the policy and decision making; b) Middle Educator Supervisor, as guidance material for the Head of the National Puspita Middle School and the Dua Mei Foundation Private Middle School, Pamulang District, South Tangerang; c) Guidance and Counseling Officers as information material to consider aspects of student characteristics; d) Teachers as input to improve their professional qualifications; and e) students as evaluation materials to improve their learning outcomes through the importance of positive perception for the school environment as a laboratory and cultural center and the importance of self motivation.

2.2. Data and Data Source

Suharsimi Arikunto (2016) states that "the purpose of trials relating to the quality of instruments is an effort to find out the validity, reliability, and objectivity". From the results of trial, it was obtained data that had good quality and data that was poor quality, and instruments that were not good then were not used as a tool to collect data, and if necessary it should be revised in such a way as to be used as a tool of data collector.

The instrument of data collection used in this study consisted of variable student perceptions of the school environment (X1), learning motivation variables (X2) and learning outcomes in English (Y). Data from each variable was obtained without tests (non-tests) but obtained by filling out questionnaires by students who were predicated as samples. Each instrument is used as a means to capture research data after trials have been conducted on several students. This is useful for obtaining information about the accuracy of the instruments used. The trial implementation was applied to 20 students who were not included in the research sample, then the answers obtained from the trial activities were calculated as the coefficient of validity and reliability coefficient with the highest range of 100 and the lowest 20.

One example of Learning Motivation Instrument grid is as follows:
Analysis Techniques Data from the results of the study were carried out using Descriptive statistics to obtain data estimates, each research variable and value which included data on score, median, mode,

standard deviation, and frequency distribution. Then for the purposes of the research hypothesis the research used inferential statistics with regression techniques and simple correlations. The steps taken in an effort to manage and analyze data, namely by:

- 1) Descriptive Analysis: to search for the average price, variance, standard deviation, frequency distribution, mode, mean, median, histogram of the variables of student learning outcomes in English, student perceptions of the school environment, and motivation to learn.
- 2) Requirement test for data analysis: Regression Analysis, classic assumptions were carried out using 5 (five) assumption tests, namely: normality test, multicollinearity test, heteroscedasticity test, error normality test, and linearity test using SPSS version 17.0.
- 3) Research Hypothesis: what is done in this study is the regression correlation test, which is a simple regression equation with several variables.
- 4) Statistical Hypothesis: for the purposes of the correlation analysis above, the statistical hypothesis is formulated as follows:

a. Data Analysis Technique

Processing of this research results was conducted using descriptive statistics to obtain data estimates, each research variable and values which included data on score, median, mode, standard deviation, and frequency distribution. Then for the purposes of the research hypothesis used for inferential statistics with regression techniques and simple correlations. The steps taken in the effort to manage and analyze the data are as follows:

1. Descriptive Analysis

Descriptive analysis was carried out to find the average price, variance, standard deviation, frequency distribution, mode, mean, median, histogram of students' English learning outcomes variables, student perceptions of the school environment, and motivation to learn.

2. Requirement Test for Data Analysis

In order to be able to do a regression analyze, the classic assumption test is done, first, to see whether the data is normally distributed. This study uses five assumption tests, namely: normality test, multicollinearity test, heteroscedasticity test, error normality test, and linearity test with use SPSS Program, version 17.0.

- a. Estimated Normality Galat Test
- b. Linearity Test
- c. Multicollinearity Test
- d. Heteroscedasticity test

3. Test the Research Hypothesis

Hypothesis testing carried out in this study

is a regression correlation test.

b. Statistic Hypothesis

For purposes of the correlation analysis above, a statistical hypothesis is formulated as follows:

1. $H_0: \beta_{y1} = \beta_{y2} = 0$
 $H_1: \text{selain } H_0$
2. $H_0: \beta_{y1} = 0$
 $H_1: \beta_{y1} \neq 0$
3. $H_0: \beta_{y2} = 0$
 $H_1: \beta_{y2} \neq 0$

Note:

β_{12} : The effect of student perceptions on the school environment and learning motivation together with the results of English learning.

β_{y1} : The effect of student perceptions on the school environment towards the results of English learning

β_{y2} : The effect of learning motivation towards English Learning outcomes.

III. RESULTS AND DISCUSSIONS

3.1. Data Description

a. Data of English Learning Result (Y)

Data of English learning outcomes were obtained from student report cards which became the research sample of 40 students. The value obtained is the lowest score of 40, the highest score of 85, the average score of 59.75, the median of 60, the mode of 50 and the standard deviation of 13.299.

Statistics of English Learning Results of Student	
N Valid	40
Missing	0
Mean	59.75
Median	60.00
Mode	50
Std. Deviation	13.299
Minimum	40
Maximum	85

When seen from the above calculation, it can be said that the result of English learning for students of SMP Swasta Puspita Bangsa students and SMP Swasta Yayasan Dua Mei are not good enough. This is indicated by the acquisition of an average value of 59.75.

b. Data of Student Perception for the School Environment (X1)

Data of Student Perception for School Environment was consist of questionnaires

whereas consist of 16 questionnaires that were answered by 40 students resulting in the lowest score of 17, the highest score of 80. The average score was 58.95. Median 58, mode was 80, and standard deviation of 18.378.

Statistics Student's perception for school environment

N Valid	40
Missing	0
Mean	58.95
Median	58.00
Mode	80
Std. Deviation	18.378
Minimum	17
Maximum	80

From the result of calculation above, it can be said that students perceptions of the school environment for students of SMP Swasta Puspita Bangsa and SMP Swasta Dua Mei, Kecamatan Pamulang, South Tangerang *are not good enough*. This is indicated by the acquisition of an average score of 58.95.

Test of Requirement of Regression Analysis

Classic Assumption Test

Normality Test

Regression requirements are good if the research data follows a normal distribution.

Tabel 1. Uji Normalitas
One-Sample Kolmogorov-Smirnov Test

	Hasil Belajar Bahasa Inaaris Siswa	Persepsi Siswa Atas Lingkungan	Motivasi Belajar
N	40	40	40
Normal Parameters ^a			
Mean	59.75	58.95	44.85
Std. Deviation	13.299	18.378	9.211
Most Extreme Difference			
Absolute	- .197	- .158	- .178
Positive	- .197	- .126	- .176
Negative	- .132	- .158	- .142
Kolmogorov-Smirnov Z	1.243	.998	1.114
Asymp. Sig. (2-tailed)	.091	.272	.167

a. Test distribution is Normal.

Multicollinearity test

The multicollinearity test aims to test whether the regression model is found to have a perfect correlation between variables (independent).

Tabel 2. Uji Multikolinearitas Model	Collinearity Statistics	
	Tolerance	VIF
1 Persepsi Siswa Atas Lingkungan Sekolah	.983	1.017
Motivasi Belajar	.983	1.017

Hypothesis Testing

Submission of hypotheses is conducted in accordance with the provisions described in Chapter III. The results of calculation and testing can be seen in the table below:

Table 3. The result of calculation of Significance Testing, Variable of Regression Coefficients of X1 and X2 towards Y.

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4237.598	2	2118.799	29.473	.000 ³
Residual	2659.902	37	71.889		
Total	6897.500	39			

Hypothesis being tested:

$$H_0: \beta_{y1} = \beta_{y2} = \beta_{y3} = 0$$

H_1 : *selain* H_0

Means:

H_0 : there is no effect on student's perception of the school environment and learning motivation together on English learning outcomes.

H_1 : there is an influence of student's perception of the school environment and learning motivation together with English learning outcomes.

IV . DISCUSSIONS

The Influence of Student's Perception in the School Environment (X1) and Learning Motivation (X2) jointly with English Learning Outcomes (Y).

Based on data analysis, it can be said that there is an influence of student's perception of the school environment and learning motivation together towards the result of English learning in a very significant way. This is evidenced by the acquisition of $F_0 = 29,473$ and $Sig. 0,000 < 0,05$.

Hygiene and health of students or processing for clean and healthy school environment, so that they are free from various health problems among students. A clean and healthy school environment can provide benefits to the concentration of student learning, safe, comfortable and free from various environmental pollution in the schools.

The condition of a clean and healthy school environment is a dream for everyone, so that the teaching and learning process can run comfortably, safely and concentrated. With the creation of a clean and healthy school environment, students are expected to enjoy a pleasant and safe atmosphere.

IV. CONCLUSION

First, there is an influence of student's

perception of school environment and learning motivation together towards English learning

outcomes in a very significant way. This is evidenced by the acquisition of $F_0 = 29,473$ and $Sig. 0,000 < 0,05$. Meanwhile, the multiple regression line equation can be expressed as $Y = 16,733 - 0,099 + 1,089$.

It has an understanding that the variable of student's perception in the school environment does not contribute positively towards English learning variables, while the motivation variable of learning contributes positively for the variables of English learning outcomes. Meanwhile, the contribution of student's perception of the school environment and learning motivation together with English learning outcomes was 61.4%, the remaining 38.6% were influenced by other variables.

Second, there is an influence of student's perception of school environment towards English learning outcomes in an *in-significant* way. This matter is proven by the acquisition of t count = 1.325 and $Sig. 0.193 > 0.05$.

Third, there is an influence of learning motivation towards English learning outcomes in a *very significant* way. This matter is proven by the acquisition of t count = 7.324 and $Sig. 0,000 < 0,05$.

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